

**Liberal Studies 1000, Beginning Field Experience – Fall 2012**  
**Lecture: Wednesdays, 12 – 1:50 p.m., C-102**  
**Discussion (Dean’s Team): Wednesdays, 2 – 2:50 p.m.**

**INSTRUCTOR:** Katie Olivant      **EMAIL:** kolivant@csustan.edu

**OFFICE:** P 343      **OFFICE PHONE:** 664-6813      **DEPARTMENT PHONE:** 667-3749

**OFFICE HOURS:** T/Th 11:30 a.m. – 12 p.m.; and 2 – 2:30 p.m.; W 9:15 – 11:15 a.m.

**LIBERAL STUDIES WEBSITE:** <http://www.csustan.edu/LiberalStudies>

*This syllabus is your handbook for the course. You are responsible for knowing and understanding all the information in it. DO NOT LOSE IT. Not knowing the requirements does not excuse you from fulfilling them. Your continued enrollment in the course reflects your commitment to complying with the expectations and requirements set forth in this syllabus. Please note that this syllabus is subject to change.*

**Required Texts and Materials**

- Reed, A. J. S. & Bergemann, V. (2005). *A Guide to Observation, Participation, and Reflection in the Classroom, Fifth Edition.* (Available in the campus bookstore).
- *The Content Standards for California Public Schools Kindergarten through Grade Twelve: English and Language Arts, English Language Development Standards, Mathematics, Science, History and Social Science, and the Visual and Performing Arts* (Available at: <http://www.cde.ca.gov> or campus bookstore).
- Binder for portfolio with 9 tab dividers

**Recommended Text**

*Publication Manual of the American Psychological Association* 6th edition

**Course Description and Objectives**

Liberal Studies is the pathway to elementary school teaching. All students in this class are regarded as future teachers who are preparing for their profession through integrated coursework and field experiences. This course will:

- Introduce students to the profession of teaching and elementary education.
- Provide experiential learning opportunities that will foster self-exploration, reflection, and preliminary teaching skills.
- Provide opportunities for students to enhance their critical thinking and communication skills through reading, writing, oral presentations, and group discussion.

As a result of completing the requirements of this course, future teachers will:

- Identify the roles, responsibilities, and daily experiences of teachers.
- Identify significant historical developments, philosophical foundations, and contemporary issues in education.
- Self-assess dispositions related to effective teaching and develop personal goals for growth.
- Participate in, observe, and reflect on a variety of experiences in an educational setting.
- Understand and demonstrate the ethical and professional responsibilities of an educator.
- Examine the impact of varying cultural perspectives on the learning environment.
- Synthesize course content, including the California Content Standards, with experience in educational settings.
- Identify the process involved in becoming a teacher in California.

## Academic Integrity

*Any form* of academic dishonesty, including but not limited to plagiarism, falsifying signatures on course documents, misrepresenting the number of tutoring hours completed, and submitting an assignment or tutoring hours from another class, will result in an “F” for the assignment, and probably the course. The instructor can refer a student who has engaged in academic dishonesty to the Student Discipline office. If the academic dishonesty encountered is not the first attempted by or reported of a student, that student may be dismissed from the university.

All work you submit must be your own. Your name / student ID on an assignment is taken as assurance that the work in that assignment reflects your own thoughts and study. Any assignment may be submitted for a plagiarism check. Plagiarism may be suspected when there is a consistent difference in quality between out-of-class and in-class assignments, or when quality and style of writing varies widely within an assignment. All written material, information, data, and ideas “borrowed” from a source, including the textbook, must be acknowledged as source material. Direct quotation must be indicated by the use of quotation marks, and both direct and indirect quotation (paraphrasing) must be cited. Please refer to the APA Manual for further information about citation.

Assignments are due at the beginning of class on the date indicated on the schedule. Late assignments will receive a minimum 20% grade deduction, and will not be accepted for points if they are more than a week late. **Keep a copy of everything you turn in.**

## Attendance, Participation and Other Class Expectations

Part of your semester grade will be based on your participation in class. In order to participate, you must be in class, so attendance is required. I expect you to be on time and present for the entire class. Frequent lateness (or leaving early) will lower your participation grade. Participation is not just talking. It is being prepared for class, careful listening, sharing your ideas and knowledge, and completing all assignments and in-class work. This means cell phones, iPods, tablets, laptops, etc. must be turned off during class.

**Professional conduct is required at all times, both in the university classroom and in the elementary school site placement.** This includes maintaining student and school confidentiality in discussions of observations and fieldwork (do not use a student’s real name in assignments).

## Other Course Requirements

- < **Complete Livescan and TB Clearances.** For Livescan, you must go to the University Police office, pay a fee, and complete the Livescan application and process. TB clearances may be obtained from the University Student Health Center or your personal physician. Please allow adequate time for both the test and interpretation of the results (at least 48 hours). The Livescan and TB clearances must be completed *before* you are placed at a school site.
- < **Secure a school placement for and complete 30 hours of field work in a K-3 classroom.** A Site Placement form signed by your mentor teacher and the school administrator **must be turned in by the 4th week of class.** You are NOT ALLOWED to complete your field work in a classroom where the mentor teacher or a student is related to you in any way. You must turn in complete and detailed observation logs signed by your mentor teacher verifying 30 hours of field work.
- < **If you have not completed these requirements by the fourth week you should drop the course.**

## **Communicating with Me**

I encourage you to come see me during office hours or by appointment if you have any questions or concerns about the class. Please use email only to set up an appointment or for minor questions.

## **Grading Scale**

*(ALL assignments MUST be completed and submitted to successfully pass LIBS 1000):*

|  | <u>Points Possible</u> |
|--|------------------------|
| School Site Placement, TB & Livescan forms, fieldwork logs and notes                           | 100 points possible    |
| Reflection on fieldwork  | 50 points possible     |
| California State Standards summaries and integration ideas                                     | 100 points possible    |
| IEP assignment   | 30 points possible     |
| History and philosophy notes   | 40 points possible     |
| Contemporary issues presentation   | 20 points possible     |
| Teacher Interview  | 30 points possible     |
| Dean's Team participation and activities   | 60 points possible     |
| Class Attendance and Participation   | 50 points possible     |
| Portfolio (includes cover page, table of contents, introduction, summary, and all assignments) | 20 points possible     |
| <hr/>  |                        |
|  | 500 points possible    |

A 460 - 500    A- 450 – 459    B+ 440 - 449    B 410 - 439    B- 400 - 409  
C+ 390 - 399    C 360 – 389    C- 350 - 359    D+ 340 - 349    D 310 - 339    D- 300 – 309    F below 300

## **Major Assignments**

For full descriptions, please see the Assignment packet on Blackboard.

*The Portfolio:* Your portfolio will include all the assignments done throughout the semester.

*Field Work:* During the semester, you will spend a total of 30 hours in a linguistically diverse classroom (K-3), and then write a reflective paper about your experiences.

*Notes and Presentations:* Using a “jigsaw” approach, each student will compile notes on the history of education in the U.S. and educational philosophies for inclusion in the portfolio. Dean's Team groups will develop class presentations based on contemporary issues in education.

*Teacher Interview:* You will interview your mentor teacher to develop a better understanding of the daily work a teacher does, as well as an understanding of the philosophies that guide a teacher's decision-making.

*California Standards Summaries:* Dean's Team groups will prepare summaries for each area of the Content Standards for one grade level, relate the standards to the relevant subject matter course work, and develop ideas for integrating topics from the content areas.

*Individual Education Plan:* You will complete an Individual Education Plan (IEP) listing all the courses you have taken and all the courses you need to complete your degree. Include your concentration also.

*Dean's Team activities:* Dean's Team groups will complete class-related activities each week.

### Schedule of Readings, Assignments, Due Dates

| Date | Lecture Class 12 – 1:50 p.m.   | Dean's Team 2 – 2:50 p.m.   |
|------|--|---|
| 8/22 | Introduction: Review of syllabus, assignments, Blackboard<br>Icebreaker: Why do you want to be a teacher?<br>What do teachers do?<br><b>DUE: TB and CSUS Livescan clearances</b>   | N/A (stay in C-102)   |
| 8/29 | <b>READING: Selected history of education readings (see Blackboard)</b><br><b>DUE: TB and CSUS Livescan clearances</b><br>Library presentation<br>Assign history of education topics   | Principal Presentations (stay in C-102)   |
| 9/5  | <b>READING: Ch. 1 of "A Guide to Observation, Participation, and Reflection in the Classroom"</b><br><b>DUE: TB and CSUS Livescan clearances</b><br>Discussion of reflection techniques<br>Group work on and discussion of history of education topics   | Principal Presentations (stay in C-102)   |
| 9/12 | <b>READING: Ch. 2-3 of "A Guide to Observation, Participation, and Reflection in the Classroom"</b><br><b>DUE: Any / all outstanding paperwork (complete and signed Placement Form, TB and Livescan clearances). **Students who have not completed this paperwork should drop the course.**</b><br>Discussion of reflection techniques<br>Assign educational philosophy topics | Introduction and Orientation<br>Ice Breaker – develop DT name<br>Discussion and Activity: New Words / New Friends handout     |
| 9/19 | <b>READING: Selected readings on educational philosophies (see Blackboard)</b><br>Group work on and discussion of education philosophies   | <b>BRING: K-8 Content Standards</b><br>Discuss: Organizing the Portfolio and Setting Goals for Fieldwork                      |
| 9/26 | <b>READING: Selected reading on Content Standards (see Blackboard)</b><br><b>BRING: K-8 Content Standards</b><br>Contemporary Issues in Education<br>Video: "A Tale of Two Schools"  | <b>BRING: K-8 Content Standards</b><br>Discussion and Activity: Content Standards summaries<br>Continue portfolio development |

|       |   |  |
|-------|---|--|
| 10/3  | Presentation: Child Protective Services – Responsibilities of the Teacher<br>Teacher Performance Expectations<br>Prepare for Teacher Interview  | <b>BRING: K-8 Content Standards</b><br>Discussion and Activity: Teacher Interview; Content Standards summaries<br>Continue portfolio development   |
| 10/10 | NO CLASS  | NO CLASS   |
| 10/17 | <b>READING: Selected readings on learning</b><br>Self-Assessment and Learning Skills Development <ul style="list-style-type: none"> <li>• Mindsets</li> <li>• MI</li> <li>• Learning Styles</li> </ul>  | <b>BRING: K-8 Content Standards</b><br>Discussion and Activity: Self-assessment and learning skills; Content Standards summaries<br>Continue portfolio development   |
| 10/24 | <b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP form</b><br>Self-Assessment / Skills Development cont.<br>Becoming a Teacher: <ul style="list-style-type: none"> <li>• LIBS BA and Credential Program</li> <li>• Developing an IEP</li> </ul> | <b>DUE: Teacher Interview</b><br><b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP</b><br>Discussion and Activity: Self-assessment and learning skills; IEP development; Current Event presentations<br>Continue portfolio development |
| 10/31 | <b>BRING: K-8 Content Standards, LIBS advising guides, Univ. catalog, IEP form, transfer evaluations, transcripts, etc.</b><br>Becoming a Teacher: Developing an IEP and connecting it to the Content Standards   | <b>BRING: LIBS advising guides, catalog, IEP, transfer evaluations, transcripts, etc.</b><br>Discussion and Activity: Connecting IEPs and Content Standards; Current Event presentations<br>Continue portfolio development                                     |
| 11/7  | <b>BRING: Contents Standards posters</b><br><b>DUE: Content Standards presentations</b><br>Video: TEACH: The First Years  | <b>DUE: Reflection on Fieldwork</b><br>Discussion and Activity: Current Event presentations; Integration ideas<br>Continue portfolio development   |
| 11/14 | <b>DUE: Group presentations on current events</b>   | Discussion and Activity: Integration ideas for Content Standards<br>Continue portfolio development   |
| 11/21 | NO CLASS – Happy Thanksgiving   | NO CLASS – Happy Thanksgiving  |
| 11/28 | Video: The Hobart Shakespeareans<br>Discussion: Reflect and wrap up   | Discussion and Activity: Discuss Technology in the Classroom<br>Continue portfolio development, Reflect and wrap up  |
| 12/5  | NO CLASS – <b>DUE: PORTFOLIOS by NOON in the LIBS office (DBH 300)</b>  | NO CLASS   |